



## ECOLINGUA

### EcoLingua Curriculum: Digitally Enhanced Pedagogy for Integrating Environmental Issues into Language Teaching” (ECOLINGUA)

#### Activity Plan 1 – B2 Level

#### General Information

- **Partner Institution:** BAUN
- **Country:** Turkey
- **CEFR Level:** B2
- **Activity Number:** Act1
- **Title of Activity:** *Waste Management: From Local to Global Solutions*

#### 2. Strategy Statement

This activity builds students’ ability to **analyze environmental issues, compare systems, and suggest improvements**, focusing on **waste management**. Learners explore local waste practices, compare them with international examples, and design a **school-wide waste management improvement plan**. They practice **comparisons, modals of advice/necessity, and formal presentation language**.

#### 3. Activity Details

##### 3.1. Learning Objectives

- *Language:* Students will use comparative structures, modals, and persuasive language in discussions and presentations.
- *Environmental:* Students will understand different waste management systems, evaluate their strengths and weaknesses, and propose realistic improvements.

##### 3.2. Target Skills & Competences

- *Language Skills:* Reading, Listening, Speaking, Writing
- *Linguistic Focus:* Comparatives/superlatives (*more effective, less harmful, the most sustainable*), modals (*must, should, have to*), formal presentation phrases (*According to..., Our solution is...*).
- *Environmental Competences:* Understanding waste cycles, global vs. local reflection, action planning.



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### 3.3. Resources, Materials & Media

- *Printed/Handouts*: Articles on local vs. international waste management practices
- *Digital Resources*: Infographic or video on recycling rates worldwide
- *Audio-Visual Materials*: Posters showing waste separation systems
- *Realia*: Recycling bins (paper, plastic, organic)

### 4. Detailed Activity Procedure

Stage	Time	Teacher Actions	Student Actions	Method/Approach	Materials
Warm-up / Lead-in	5 min	Show infographic of recycling rates across countries	Compare: “Which country does better? Why?”	Discussion	Infographic
Pre-Task / Input	10 min	Teach key vocabulary: landfill, recycling, compost, incineration, zero waste	Match terms with definitions	CLIL	Flashcards
Main Task (Part 1)	15 min	Give groups articles/facts: “Local waste system” vs. “Global best practice”	Read, identify strengths/weaknesses	Jigsaw reading	Handouts
Main Task (Part 2)	15 min	Groups design a “School Waste Management Plan” with 3–5 improvements	Discuss, write, prepare to present	Project-based learning	Posters
Post-Task / Reflection	10 min	Groups present plans formally to class	Listen, ask questions	CLT, presentation	Posters



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Wrap-up & Homework	5 min	Homework: Write a 200-word essay <i>“How my city can improve waste management”</i>	Submit next lesson	Writing	Paper
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### 5. Differentiation & Inclusion

- Provide weaker learners with sentence frames (*“We should \_\_\_ because \_\_\_.”*).
- Stronger learners add complex comparisons (*“Our system is less effective than Germany’s, but we can...”*).
- Group roles (reader, writer, presenter, designer) ensure inclusion of all learners.

### 6. Assessment & Evaluation

- Teacher evaluates clarity, vocabulary, and persuasiveness in group presentations.
- Peer feedback on improvement ideas.
- Homework essay graded for structure, content, and eco-awareness.

### 7. Sustainability & Follow-Up

- Implement one chosen idea from student plans in the actual school (e.g., better recycling bins).
- Link activity to a national/international initiative (e.g., EU Zero Waste targets).

### 8. Suggested Vocabulary

- **Waste terms:** landfill, recycling, compost, incineration, zero waste, reuse
- **Structures:**
  - *“Our system is more effective than...”*
  - *“We must reduce waste because...”*
  - *“According to the data, recycling is the best solution.”*

### 9. Games & Links

- **Game:** *Waste Sort Relay* – Teams race to sort items into correct bins.
- **Game:** *Global Recycling Quiz* – Quick-fire questions about waste worldwide.
- **Links:**
  - Zero Waste Europe
  - UN Environment – Waste and Pollution



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## 10. Strategy and Suggested Methodology

This activity fosters **critical analysis, collaboration, and formal presentation skills**:

- **Jigsaw Reading (Aronson, 1978)**: Encourages collaborative learning from different texts.
- **Project-Based Learning (Thomas, 2000)**: Creating a school waste plan connects language with real-world application.
- **Communicative Language Teaching (Littlewood, 2004)**: Learners express comparisons and solutions in authentic communication.
- **CLIL (Coyle, Hood, & Marsh, 2010)**: Combines environmental science (waste systems) with advanced language practice.
- **Sustainability Education (Sterling, 2001)**: Encourages linking local action with global challenges.
- **Methodological Strategies Applied**:
  - *Scaffolding* through fact sheets and sentence frames.
  - *Multimodal input* (infographics, videos, bins).



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